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ABSTRACT

This document is a course syllabus for "The Community Junior College." The purpose of the course is to familiarize students with the variety of institutions classified as community junior colleges. More specifically, the lectures, class discussions, and readings aim to provide students with a better understanding of (among other topics): (1) the characteristics of community junior colleges; (2) the historical background and the roots of the community college idea; (3) the interests and actions of state governments in community colleges; (4) the place of the community junior college in the American education system; (5) the unique nature of the student body in two-year colleges and the services needed by students; and (6) the faculty found in the nation's two-year colleges. Course readings include selections from Cohen and Brawer's The American Community College, Ratcliff's ASHE Reader on Community Colleges, Dougherty's The Contradictory College, and Vaughan's The Community College Story. (CB)

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ED 470 613

Teachers College Columbia University
ORLD 4012
The Community Junior College
Fall 2002

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J. Hankin

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1

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TC020777

Syllabus Statement

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration @ 166 Thorndike Hall. Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

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Teachers College Columbia University
The Community Junior College ORLD 4012
Fall 2002

Dr. Joseph N. Hankin

* An Introduction

It is my great pleasure to introduce Dr. Joseph N. Hankin, President of Westchester Community College of State University of New York. Dr. Hankin has been President of Westchester Community College in Valhalla, New York since 1971.

He received a Bachelor of Arts in Social Science from the City College of New York in 1961, a Master of Arts in History from Columbia University in 1962, and a Doctor of Education in Administration of Higher Education from Teachers College, Columbia University in 1967.

He served as President of Harford Community College in Maryland, from 1967 to 1971, and at that time was the youngest president of a college in the nation. Since 1976 he has been adjunct professor at Columbia University Teachers College in the Department of Organization and Leadership, and has served on and chaired numerous doctoral committees and taught courses and advanced seminars.

In 1986, in research funded by the Exxon Foundation, Dr. Hankin was chosen by his peers as one of the nation's most effective college presidents of two and four-year colleges and universities. Among the others were the presidents of Harvard, Yale, the University of Chicago and Miami-Dade colleges. In 1988, the University of Texas included Dr. Hankin among the 50 best community college presidents in the nation, for which he received the Thomas J. Peters award for leadership excellence. Dr. Hankin served as President of the Middle States association of Colleges and Schools for the 1999 year.

**This introduction was written by a third party and used to introduce Dr. Hankin.*

Brief Resume

DR. JOSEPH N. HANKIN
President
Westchester Community College
Valhalla, New York 10595

Joseph N. Hankin was born and educated in New York. After attending New York City public elementary and secondary schools, he enrolled at the City College of New York where he earned a Bachelor of Arts degree in Social Sciences, and at Columbia University's Graduate Faculties and Teachers College, where, respectively, he earned Master of Arts and Doctor of Education degrees in History and in the Administration of Higher Education. Formal writings in these programs included a Master's thesis entitled, **"The Progressive Party of 1924 in New York,"** and a doctoral dissertation entitled, **"Selected Urban Problems and the Public Community College."** He also holds honorary doctorates, Honoris Causa, from Mercy College, the College of New Rochelle, Manhattan College and Lehman College-City University of New York.

Dr. Hankin taught at the collegiate level at the City University of New York from 1962 to 1965, and as an occasional lecturer, and then an Adjunct Associate and Full Professor at Teachers College, Columbia University from 1965 to the present.

Dr. Hankin began in full-time administration commencing in 1965. Following a one and one-half year period as Director and then Dean of Continuing Education and the summer sessions at Harford Junior College in Bel Air, Maryland, the Board of Trustees requested that, at age 26, Dr. Hankin assume the position of President. He served in that capacity for four and one-half years and then assumed the presidency of Westchester Community College in 1971, which he serves to this day.

Among the related professional activities in which Dr. Hankin has engaged are: speaker and panelist for numerous forums, member, chairman, or consultant for accreditation teams in Delaware, New York, New Jersey, Maryland, Pennsylvania, and Puerto Rico, and consultant to a number of educational institutions in Maryland, New Jersey, District of Columbia, Pennsylvania, Massachusetts, Connecticut, and New York. He has participated actively in several civic and professional organizations, including the Board of Directors of the American Association of Community and Junior Colleges (Vice Chairman), the Junior College Council of the Middle Atlantic States (Treasurer, Vice-President, and President), Eastern Educational Consortium (President), Young Presidents' Organization, and others. He is a member of the Board of Directors of the First Choice Funds, Inc., the ING Funds Trust, Inc., and is certified as a Large Complex Case Program arbitrator by the American Arbitration Association.

Dr. Hankin has been awarded several honors over the years including a New York State Regents Scholarship, a Kellogg Fellowship in Community College Administration, honorary election to Chi Sigma Mu and to Phi Delta Kappa, the Distinguished Service Award by the Bel Air (Maryland) Jaycees, the Brotherhood Award by the Westchester Region of the National Council of Christians and Jews, Distinguished Service Awards by both the New York State Association of Two Year Colleges and by the SUNY Faculty Council of Community Colleges, an Honorary D. Litt. by Mercy College, an Honorary D.H.L. by the College of New Rochelle, an Honorary D. Ped. by Manhattan College, and listings in directories such as Who's Who in the East, the Dictionary of International Biography, Who's Who in America, and others. In 1986, he was selected by his peers as one of The Hundred Most Effective College Presidents in the United States, and in 1988 as one of the fifty best community college presidents in the country. He served as President of the Middle States Association of Colleges and Schools during 1999. At the end of the last Millennium, Dr. Hankin was recognized by Westchester Gannett News as one of the most influential people of the century in Westchester and Putnam counties.

His six dozen publications have included consultant's reports, numerous college documents printed and circulated to the public, contributions to a bibliographical work on community colleges, monographs and chapters on collective bargaining, continuing education, and the importance of the first year in college, and articles in the Junior College Journal, other magazines, and several local newspapers on a variety of educational topics.

Dr. Hankin and his wife, the Superintendent of Schools in Syosset, New York, have three children and five grandchildren.

Rev 7-2002

I. Course Purposes:

To familiarize students with the variety of institutions that is classified as community junior colleges. More specifically, the instructor hopes that the lectures, class discussions and readings will provide students with a better understanding of:

a. the characteristics of community junior colleges,

b. the historical background and the roots of the community college idea,

c. the use and abuse of statistics,

d. the place of the community junior college in the American education system,

e. the unique nature of the student body in two-year colleges and the services needed by students,

f. the community junior college program response to community needs,

g. the faculty found in this nation's two-year colleges and their interests,

h. the modes of instructional delivery to a diversity of students in a comprehensive program of studies,

i. the legal and professional provisions for the organization, administration and supervision of community junior colleges,

j. the interests and actions of state governments in community colleges,

k. the facilities utilized in meeting community needs,

l. the methods and problems in financing community junior colleges, both public and private,

m. current and chronic problems in the community junior college movement,

n. To provide students with the opportunity to investigate specific community junior college problems and issues of particular interest to them.

II. Course Readings:

No single volume ever treats all of the topics addressed in this course satisfactorily, so the following five will be used as basic texts. Together, these volumes provide a broad introduction to many aspects of the Community Junior Colleges:

Required: Cohen, Arthur M. and Brawer, Florence B. The American Community College. San Francisco, California: Jossey-Bass, Third Edition, 1996.

Ratcliff, James L., ed. ASHE Reader on Community Colleges. Needham Heights, Mass.: Ginn Press, 1994.

Dougherty, Kevin J. The Contradictory College. Albany, New York: State University of New York Press, 1994.

Vaughan, George B. The Community College Story. Second Edition. Washington, D.C.: American Association of Community Colleges, 2000.

*Hankin, Joseph N., ed. The Community College: Opportunity and Access for America's First Year Students. Columbia, S.C.: University of South Carolina, 1996.
***NOTE**: The Editor receives no royalties from this work

Additional older suggested texts include:

Brick, Michael. Forum and Focus for the Junior College Movement. New York, New York: Teachers College Press, 1964.

Deegan, William L., Tillery, Dale, and Associates. Renewing the American Community College. San Francisco, California: Jossey-Bass, 1985.

Vaughan, George and Associates. Issues for Community College Leaders in a New Era, San Francisco, California: Jossey-Bass, 1983.

Diener, Thomas. Growth of an American Invention: A Documentary History of the Junior and Community College Movement. New York: Greenwood Press, 1986.

Cohen, Arthur M., Palmer, James C., and Zwemer, K. Diane. Key Resources on Community Colleges. San Francisco: Jossey-Bass, 1986.

Zwerling. L. Steven, ed. The Community College and Its Critics. New Directions for Community Colleges, Number 54. San Francisco, California: Jossey-Bass,June, 1986.

Readings selected from the course bibliography, the suggested readings under major discussion topics in Section III of the course outline, and the bibliographical references listed on the attached bibliography.

Students will also find it useful to familiarize themselves with some of the major periodicals and newsletters in this field. Some of the ones, which relate to the topics addressed in the course are:

Community and Junior College Journal. Published monthly by the American Association of Junior Colleges, One Dupont Circle, N.W. Washington, D.C. 20036

Community College Journal of Research and Practice. Published six times a year by Taylor and Francis, Publishers, 1010 Vermont Avenue Washington, DC 20005-3521

Community College Review. Published Quarterly by Department of Adult and Community College Education North Carolina State University, Raleigh, NC 27695-7801

Community College Times. Bi-weekly publication of American Association of Community Colleges, One Dupont Circle, N.W. Washington, D.C. 20036

Community College Week. Bi-weekly publication of Cox, Matthews and Associates,Inc. Fairfax, Va.

Community/Junior College Research Quarterly. Published quarterly by Hemisphere Publishing Corporation, Washington, D.C.

New Directions for Community Colleges. Published four times a year by Jossey-Bass Publishers, Inc. 350 Sansome Street, San Francisco, California 94104

Chronicle of Higher Education. Bi-weekly publication of Editorial Projects for Education. Baltimore, Maryland.

Change:The Magazine of Higher Learning. Published monthly by Educational Change, Inc., a non-profit corporation.

Educational Record. Quarterly publication of the American Council on Education. Washington, D.C.

Journal of Applied Research in the Community College. Published twice a year by Department of Educational Administration and Foundations, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761-5900

Journal of Higher Education. Published monthly by the American Association for Higher Education and Ohio State University, Columbus, Ohio.

You may want to access Dissertation.com, one of a handful of new outlets on the World Wide Web hoping to find a paying audience for unpublished academic papers. Other sources of dissertations are: www.contentville.com and wwwlib.umi.com/dissertations **(note: no" ." between www and lib)**.

In late 2000, the Office of Postsecondary Education of the U.S. Department of Education made available a Directory of Federal Postsecondary Education Programs listing 449 programs offered by 31 U.S. departments and agencies; http://www.ed.gov/offices/OPE/directory/ You may also want to access FirstGov.gov; if you type in :"community colleges," you will obtain2,149,515 matches!

COMMUNITY COLLEGE JOURNALS ON LINE (in whole or part)

- Community Services CATALYST: Volume 21, No. 3, Summer 1991 through Volume 23, No. 3, Summer 1993 gopher://borg.lib.vt.edu:70/11/catalyst
- Teaching in the Community College Journal (TCC-J), produced by Kapiolani Community College http://leahi.kee.kcc.hawaii.edu/pub/
- League of Innovation Abstracts: Volume 8, No. 1, January 1995 to present and some back issues for 1994 http://www.league.org/leadabst.html
- New Directions for Community Colleges http://www.jbp.com/ndcc.html Has Table of Contents of recent issues. In addition to New Directions for Community Colleges, published by Jossey-Bass quarterly in association with the ERIC Clearinghouse for Community Colleges, Jossey-Bass also publishes these useful series: New Directions for Teaching and Learning, New Directions for Adult and Continuing Education, New Directions for Student Services, New Directions for Institutional Research, New Directions for Higher Education and On the Horizon, a bi-monthly newsletter.
- Community College Review http://www2.ncsu.edu/ncsu/cep/acce/ccreview.html Provides information about the journal but no table of contents or access to contents of journal

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RELEVANT ORGANIZATIONS:

American Association of Community Colleges http://www.aacc.nche.edu/

League for Innovation in the Community College: http://www.league.org/

ERIC Clearing House for Community Colleges: http://www.gseis.ucla.edu/ERIC/eric.html

ACT: www.act.org

College Board: http://www.collegeboard.org/occr/html/intro.html

Association of Community College Trustees: www.acct.org

Consortium for Community College Development: http://www.umich.edu/~cccd

National Center for Education Statistics: www.nces.ed.gov

National Center for Postsecondary Improvement: http://ncpi.stanford.edu

National Center for the Study of Adult Learning and Literacy: http://hugse1.harvard.edu/ncsall

U.S. Bureau of the Census: www.census.gov

U.S. Bureau of Labor Statistics: www.bls.gov

U.S. Department of Education: www.ed.gov

LIST OF ADDITIONAL TWO-YEAR COLLEGE LINKS:

Community College Web, maintained by Maricopa Community Colleges: http://www.mcli.dist.maricopa.edu/cc/ Provides links to over 560 community colleges arranged in alphabetical order: USA (524), Canada (32), and Europe (6)

Web U.S. Community Colleges, maintained by University of Texas at Austin: http:/itexas.edu/world/comcol.alpha/ Lists all two-year regionally accredited U.S Colleges alphabetically. Colleges can also be located by states.

U.S. Two-Year Colleges, maintained by University of Toledo http://www.sp.utoledo.edu/twoyrcol.html Provides access to over 830 two-year colleges by state.

Junior-college-history.org this site is intended to provide graduate students and researchers with access to primary sources that describe the organization, governance, curriculum, funding and student culture of junior colleges established between 1900 and 1940.

Yahoo's List of Community Colleges: http://www.yahoo.com/Education/Higher_Education/Community_Colleges

For Tribal Colleges, go to the American Indian College Fund web page http://hanksville.phast.umass.edu/defs/independent/AICF.html or the American Higher Education Consortium web site http://www.fdl.cc.mn.us/aihec/

For a list of Historically Black Community Colleges: http://www.aacc.nche.edu/mrc/hbcus.htm
For Historically Black Colleges and Hispanic Serving Colleges, some of which are two-year schools: http://web/fie.com/web/mol/index.htm

For good sources of books: www.Contentville.com, www.addall.com, and www.bookpricer.com

III. Course Organization:

In order to provide a broad introduction to the community junior college movement, a number of readings are listed in each of the course organizational units. Full references may be found in a sixty-page bibliography kept by the instructor for use by the class.

Unit I. Diversity and Commonality: The Place and Function of the Community Junior College in American Education.

1. Introduction. Community Junior Colleges and Higher Education Trends.
2. Philosophical Bases of the Community Junior College.
3. History and Development of Community Junior Colleges.

Note: Topic Approval Form Due September 12, 2002.

Suggested Readings: September 12 and 19, 2002.

Cohen and Brawer, Third Edition, Chapters 1, 12, 13 Ratcliff pp. xvii-xviii, xxiii-xxiv, 3-88
Vaughan, Second Edition, pp. 1-8
Hankin, Chapters 1, 10.
Zwerling, Chapters 1, 2, and 10
Deegan and Tillery, Chapter 1
Vaughan and Associates, Chapters 1, 10, 12
Burnett, pp. 1-12, 13-28, 29-44
Cohen, College Responses, Chapter 12
Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapters 1-3
Bogue, The Community College, Chapters 1-6
Brick, Forum and Focus for the Junior College Movement, Chapters 1-3.
Cohen, A Constant Variable, Prologue and Chapter 1.
Fields, The Community College Movement, Chapters 1, 3 and 9.
Fretwell, E.K., Founding Public Junior Colleges: Local Initiative in Six Communities, Chapters 2-7 (choose 2), and 8.
Harlacher, Ervin L., The Community Dimension of the Community College. Chapter 1.
Hodgkinson, Institution in Transition, Introduction.
Jencks and Riesman, The Academic Revolution, Chapters 1 and 11, Section I (pp. 480-492).
Medsker, The Junior College, Chapter 1.
Medsker and Tillery, Breaking the Access Barriers, Chapters 1, 2, 8.
Monroe, Profile, Chapters 1, 2.
N.S.S.E., The Public Junior Colleges, Chapter 2 and 4.
Thornton, The Community Junior College, second edition, Chapters 1-5.

Unit II. Students and Student Services in the Community Junior College

1. Source of Students in the Community Junior Colleges and Student Characteristics.
2. Student Personnel Services Needed.

Suggested Readings: September 26 and October 3, 2002.

Note: October 3rd there will be a guest lecturer, Dr. Julius C. Ford, a Vice-President for Student Personnel Services, on the subject of Student Services; he will lead discussion of a case study which will be distributed in advance.

Cohen and Brawer, Third Edition, Chapters 2, 7
Ratcliff, pp. xx-xxii, 229-238, 259-353, 439-456
Vaughan, Second Edition, pp. 13-15
Hankin, Chapters 2, 3, 6, 7, 11, 16
Zwerling, Chapters 6, 7, 8, and 9
Deegan and Tillery, Chapters 3, 6
Vaughan and Associates, Chapters 1-3
Burnett, pp. 57-59
Cohen, College Responses, Chapter 3
Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapter 9
Brick, Forum and Focus for the Junior College Movement, pp. 152-164
Cohen, A Constant Variable, Chapter 5
Cross, K. Patricia, Beyond the Open Door - Select two chapters
Fields, The Community College Movement, pp. 116-122, 153-159, 188-192
Medsker, The Junior College, Chapter 6
Medsker and Tillery, Breaking the Access Barriers, Chapters 3 and 5
Moore, William, Against the Odds:The High Risk Student in the Community College, Chapters 1, 2, 6.
Moore, William, Community College Response to the High-Risk Student, Passim
Monroe, Profile, Chapters 9, 10, 11, 12.
O'Banion and Thurston, Junior College Student Personnel Work, Select three chapters.

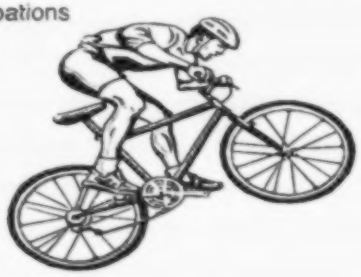
Unit III. Programs of Instruction in Community Junior Colleges

1. Liberal Arts and College and University
   Parallel General Education
   Transfer and the Articulation of Curricula from Two-Year to Four-Year Colleges

2. Semi-Professional Curricula for Vocational/Technical Occupations
   Pre-Professional Curricula

3. Community Service Functions.
   Adult and Continuing Education

4. Developmental (Remedial) Programs.
   Programs for Superior Students.



Suggested Readings: October 10, 17, 24, and 31, 2002.

Note: Outline and Annotated Bibliography due October 17, 2002.

Cohen and Brawer, Third Edition, Chapters 8-12
Ratcliff, pp. xix-xx, 141-228, 239-256
Vaughan, Second Edition, pp. 9-12
Hankin, Chapters 4, 5, 9.
Zwerling, Chapters 3, 4, and 5
Deegan and Tillery, Chapters 2, 8, and 7
Fuller, Community College Curriculum: Circa 1990, all
Vaughan and Associates, Chapters 4-6, 11
Blocker, Plummer, and Richardson. The Two-Year College: A Social Synthesis, Chapters 6 and 8.
Brick, Forum and Focus for the Junior College Movement, pp. 143-152.
Cohen, A Constant Variable, Chapters 8-11.
Fields, The Community College Movement, pp. 122-134, 159-172, 193-205, 221-235, and Chapter 10.
Harlacher, Ervin L., The Community Dimension of the Community College. Passim.
Medsker and Tillery, Breaking the Access Barriers, Chapter 4.
Monroe, Profile, Chapters 3, 4, 5, 6, 7, 8.
Roueche and Kirk, Catching Up:Remedial Education – Select two chapters.

Unit IV. The Personnel, Organization, and Administration of the Community Junior Colleges.

1. Legal Status
   State Coordination
   Patterns of Control
   Methods of Financing

2. Internal Organization of Community Junior Colleges
   Boards of Control and Their Functions
   Administrative Staff Members and Their Functions

3. The Faculty (including Counselors and Librarians, too)

4. Personnel Policies
   Collective Negotiations
   Affirmative Action Programs

Suggested Readings: November 7, 14, and 28, 2002.

Note: No Class November 28nd, Thanksgiving Day

Cohen and Brawer, Third Edition, Chapter 4
Ratcliff, pp. xviii, 91-108, 357-437
Hankin, Chapters, 8, 17
Vaughan, Second Edition, pp. 15-18, 19-22
Deegan and Tillery, Chapters 9, 10
Vaughan and Associates, Chapters 8, 9
Burnett, pp. 95-116, 129-146.
ERIC, About the Faculty
Angell, George W.,; Kelley, Edward P., Jr. and Associates.
Handbook of Faculty Bargaining. Select three chapters.
Cohen, College Responses, Chapter 1, 2, 3, 4, 5.
AAJC, Establishing Legal Bases for Community Colleges, Passim.
Brick, Forum and Focus for the Junior College Movement, Chapter 7.
Brick and Bushko, The Management of Change. Passim.
Cohen, A Constant Variable, Chapter 2.
Ernst, Richards (ed.) Adjusting to Collective Bargaining. Select three chapters.
Fields, The Community College Movement, pp. 112-115, 150-153, 184-188, 218-220.
Fretwell, E.K., Founding Public Junior Colleges, Chapter 6.
Medsker, The Junior College, Chapter 1.
Medsker and Tillery, Breaking the Access Barriers, Chapter 7.
Monroe, Profile, Chapters 13, 15, 16, 17.
Richardson, Blocker and Bender. Governance for the Two-Year College.
Shannon, William. The Two-Year College President. Unpublished Ed.D. project. Teachers College, Columbia University. Passim.
Thornton. The Community Junior College, Chapters 6-9.

Unit V. Teaching in the Community Junior College

1. Source of Teacher Supply
   Characteristics of Faculty
   Teaching and/or Research Responsibilities

2. Teachers and Instructional Innovations

3. Development of Procedures for Evaluation of
   Administrators, Faculty Members, Librarians and Counselors.

Suggested Readings: December 5 and December 12, 2002.

Note: Memo is due December 5th.
Final Examination is due December 12th.

Cohen and Brawer, Third Edition, Chapters 3, 6
Ratcliff, pp. xviii, 91-108, 357-437
Hankin, Chapters 12, 13, 14, 15
Deegan and Tillery, Chapter 4
Vaughan and Associates, None
Cohen, College Responses, Chapters 9, 10, 11
Blocker, Plummer and Richardson, The Two-Year College: A Social Synthesis, Chapter 6.
Brick, Forum and Focus for the Junior College Movement, pp. 143-152
Cohen, A Constant Variable, Chapters 3 and 4.
Johnson, Islands of Innovation Expanding. Passim.

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Kelly and Wilbur, Teaching in the Community Junior College, Chapters 5, 6, 7, 8.
Medsker and Tillery, Breaking the Access Barriers, Chapter 6.
Miller, Richard I. Evaluating Faculty Performance, Chapters 1-4.
Monroe, Profile, Chapters 14.
Roueche, John, et. al. Time as the Variable, Achievement as the Constant. Passim.

Unit VI. Facilities and Finances

1. Facilities
   On-Campus
   Off-Campus

2. Finances
   Revenues by source
   Expenditures by function and object

Suggested Readings: December 19, 2002.

Cohen and Brawer, Third Edition, Chapter 5.
Ratcliff, pp. xix, 109-138
Deegan and Tillery, Chapters 11, 12, 13
Monroe, Profile, Review Chapter 17.
Additional readings will be assigned if time permits.

IV Course Requirements:

NOTE: Always submit (2) TWO copies of every assignment

1. Each student is required to write a memo (or an approved substitute) on a subject of his or her choice. The memo should be a cogent one and, as such must be completely documented and must include an annotated bibliography on the topic, which will be collected by the mid-term. At mid-term hand in copies of the dissertation abstracts.

Criteria for Evaluation of Memos: A MEMO is not a paper. Memos will be evaluated on the basis of the following:

a) Identification of Appropriate Question or Issue:

The problem or issue is clearly defined. Writer shows understanding of the problem, and the internal and/or external forces responsible for the problem.

Writer presents an argument (or setting or rationale) in support of the significance of the topic or problem.

The introductory statement makes clear the writer's intent, procedures utilized, limitations in treatment (if any) and definitions (if necessary for clarity).

b) Analysis -- Evidence of critical thinking about the topic, and represents a scholarly comprehension and investigation. Differing positions or alternative approaches are identified and discussed. Writer's own position is clearly identified.

Appropriate resources (literature and raw data or research findings) and procedures were employed in dealing with the topic. Resources and procedures were adequate in number and kind. They

were selected and used in ways that make a significant contribution to the study and they clearly relevant.

The written report demonstrates the writer's ability to develop his or her own ideas in depth, to interpret and apply the ideas of others, rather than merely present the ideas of others.

c) Content, Clarity and Form -- Covers most important aspects of the topic, unless restrictions have been identified in the introduction.

Ideas are presented in straight-forward ways that are readily understood.

English usage, sentence construction, organization, and documentation (including references and a bibliography).

d) Helpful hints: Try to hook the reader with the subject line. Tell the reader why she or he should read the entire message in your very first paragraph. Before you conclude, make certain that you explain why you need an action taken.

Due Dates (Please hand in (2) Two copies of everything)

a. The topic must be approved by the instructor no later than September 12th.

b. An outline in detail (no more than two pages) is due at the time the annotated bibliography is handed in on October 17th.

c. An annotated bibliography (no more than five pages single-spaced) on the general subject, including a minimum of eight articles, two monographs or books, and at least ten dissertation abstracts, is due by the mid-term (no later than October 17th).

d. The memo (no more than ten to twelve pages double-spaced, excluding bibliography) is due by December 6th.

2. Each student is required to write a final examination. The examination is of the "take home" variety and will be distributed on the first night of class. While a student's response to the examination need not be footnoted, nor include a bibliography, it should include a reasonable acknowledgment of resources seen on the institutional visit, and in the assigned book.

Criteria for Evaluation of Final Examination

The Examination will be evaluated on the basis of the following points:

a. Relevancy and strength of resource material.
b. Presentation, organization, and synthesis of data and ideas.
c. Analysis of the institution, and of the assigned book.
d. Clarity of expression and correctness of form.

Due Date: Please hand in your final examination answer (no more than five to six pages single-spaced) by December 12th.

3. Summary of Student Responsibilities

Readings:
as indicated on pages 2 - 10 of course outline.

Topic approval:
one page (on form distributed) due by September 12th

Outline in detail:
no more than 2 pages - due by October 17th.

Annotated Bibliography:
no more than 5 pages single-spaced - due by October 17th. **(20 points)**

Memo (or approved substitute):
no more than 10-12 pages double spaced, excluding bibliography -due by December 5th.**(40 points)**

Final Examination:
no more than 5-6 pages single-spaced - due by December 12th. **(30 points)**

Class participation:
throughout semester - **(10 points)**

In general, grades will be assigned as follows:

A - Excellent
B - Good
C - Adequate, but not spectacular for graduate level work

+ or - will be used, as appropriate

If students hand in assignments on time, they may expect them back by the following week.

Rev-7/25/02
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